

The Tech

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MIT, CAMBRIDGE, MASSACHUSETTS

FIVE CENTS

Faculty ratifies CEP plans

By Storm Kauffman

The faculty, at their meeting Wednesday, voiced support for the development of seminar research opportunities, and the creation of the office of Dean for the Academic Program, and recommended that the administration act towards the establishment of an Education Division.

Action on the indefinite continuation of freshman pass-fail and the creation of a two year experimental period during which freshman would receive only "Pass/No Record" grades was postponed to next month.

The first proposal from the Committee on Educational Policy (CEP) dealt with the need to have greater and more intimate interaction between students and faculty. The Seminar Research program is to be designed to give undergraduates "close contact with important current research and with the people

who carry it out."

Named were six issues that the CEP and its Special Task Force on Education felt should be studied: 1) departmental ability and willingness to contribute to Seminar-Research (S-R) opportunities, 2) the relation of S-R study to departmental concentration programs, 3) relation to general Institute requirements, 4) evaluation of student performance in S-R, 5) granting of academic credit for off-campus research and project-study 6) pay and/or credit."

The CEP spokesman, Associate Professor of Metallurgy and CEP Deputy Chairman Roy Kaplow, stressed the point that faculty approval of the proposal would be taken as an indication of their willingness to contribute. In questioning, he brought out the further points that there would be no new significant funds expected and the projects would work out of present departmental budgets. Also, it was hoped that as much as twenty percent of teaching time distributed throughout the Institute would be freed by student participation in S-R, giving those very faculty more opportunity to interact.

Faculty members made several points in favor of S-R. Professor of Earth and Planetary Science Frank Press argued that this research feature could be a distinctive part of MIT that justified the high cost of a Tech education. Several professors noted their gratifying experiences with similar programs, though one warned that he had been severely disappointed on several occasions.

The faculty present voted almost unanimously in favor of the Seminar-Research program.

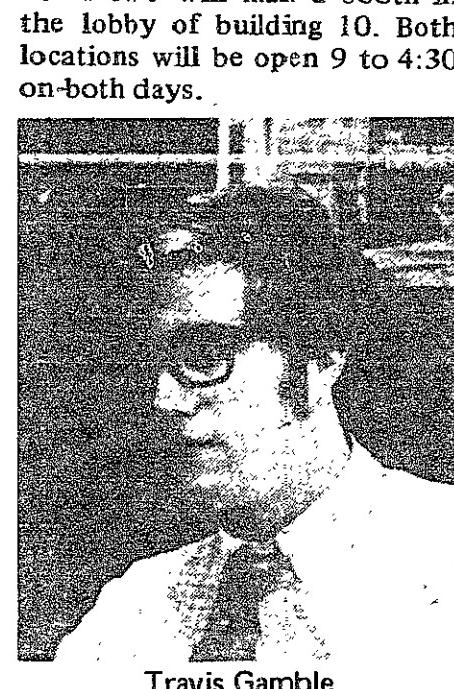
Next, the CEP recommended that a Dean be appointed "to exert, in collaboration with students, faculty, and administration, strong leadership in shaping, both philosophically and instrumentally, an organized

rationale for undergraduate education at MIT." The Dean's influence would cover the whole educational program available to undergraduates, and would have substantial budgetary powers for the support of curricular development and change, and involvement in promotion and tenure decisions.

It was noted by several of the faculty that similar functions had been performed by Associate Provost and the Undergraduate Planning Professor. It was generally felt that those positions had not been very successful. When asked with what problems it was hoped that the Dean would cope, Professor of Mathematics Hartley Rogers, CEP and Faculty Chairman, replied that it was felt that activities were not very coherent at the present. This Dean for the Academic Program would have a very different area of interest from that of the Dean for Student Affairs.

The discussion on the final proposal, to recommend to the administration that it organize and fund an Educational Division, dragged on for nearly an hour. In principle, the faculty were in favor of such an interdisciplinary lab to meet the rapidly increasing problems encountered in education, but they were uncertain as to what they were being asked to approve. The outline of the Division's structure was exceedingly tenuous also, so that President Wiesner settled for a straw vote on the idea. The consensus was overwhelmingly favorable.

As the meeting was approaching its usual adjournment time, discussion in the important deliberation of continuation of freshman pass-fail was tabled until the next meeting. Preceding the consideration of the CEP proposals, the faculty had approved the formation of a ten man committee to accept nominations for the "James R. Killian, Jr. Faculty Achievement Award."



Travis Gamble

Pre-med Council formed

By Jimmie L. Russell

In an effort to meet the upsurge of student interest in non-technical, professional fields, MIT has established the Office of Preprofessional Advising and Education. This office under the leadership of Susan Haigh, Assistant Dean for Student Affairs, serves as the bridge between graduate schools in these fields and MIT.

Lately, the greatest concern of this office has been the attainment of qualified advising for students desiring to major in pre-med. It is necessary to have quality advising because a pre-med department is non-existent at MIT. Interested students are given a list of recommended courses to take in the other, established departments which supposedly satisfy the entrance requirements of medical schools.

The Office of Preprofessional Advising and Education has set up the Pre-med Advisory Council which serves as the overall advisor of all pre-med students. It is nothing more than an expanded version of last year's pre-med committee. According to Dean Haigh and Bernard S. Gould, chairman of the council and Professor of Biology, all 25

council members are in the medical profession or very closely related to it. The members are assigned by Dean Haigh to serve as individual advisors to the pre-med students and are supposed to build somewhat personal relationships with their advisees. This will facilitate the writing of references for the students when the time arrives for them to submit their applications for admission into a graduate school.

Previously, anyone who expressed an interest in pre-med was referred to the office of Professor Emily L. Wick, former Asst. Dean for Student Affairs. At that time she was one of the few people on campus who was knowledgeable of what courses were required and what the medical schools expected of entering students. To help disseminate information throughout the community, the Office of Preprofessional Advising and Education is sponsoring a series of on-campus visits by representatives of many major medical schools. While these representatives are on campus, Dean Haigh's office intends to show them the rigor prevalent throughout MIT courses, hoping to prove that any student in

pre-med at MIT will graduate with the capabilities necessary to make it through medical school. The on-campus visits are to be publicized in upcoming issues of *The Tech*, *Tech Talk*, and through the use of posters located strategically throughout the Institute.

Dean Haigh and Professor Gould also stated that students are frightened away from pre-med because of the many instances in the past where important statistical information was misquoted. During the 1969-70 school year, they claim that there were 79 students at MIT satisfying the requirements for pre-med who applied to a medical school. In 1970-71, the total was 102 and now, for the 71-72 school year, the number has reached a total of 197 students applying for admission to graduate medical schools.

The reason for the gradual increase in applicants is because of the new methods being utilized to aid students in getting into medical schools. It is anticipated that the number will continue to increase because the methods are currently undergoing changes to make them

(Please turn to page 7)

The MIT power plant smokestack during a recent "accident." When the power plant is shut down, it has to be put through a restarting process. This results in heavy soot being discharged. A spokesman for physical plant said, "Don't worry, we've made our peace with the air pollution people."

Photo by Joe Kashi

ACTION recruits at MIT

By Paul Schindler

"Whatever happened to the Peace Corps?" According to Travis Gamble '67 (1), nothing ever happened to it: it's still alive and well and living in dozens of countries all over the world. And Travis is here at MIT to recruit people to help others around the world.

Actually, under an executive order issued last July, Travis and all other recruiters now work for a blanket organization known as ACTION, which includes such government volunteer help organizations as VISTA and the Peace Corps. There are many other lesser known groups in the organization, but they have to do with such things as retired executives and foster grandparents, whose numbers are likely to be small at MIT.

Gamble dislikes the designation "recruiter," but it is just about the only word which comes close to describing his function. He supplies information on US volunteer agencies to interested college students and of course tries to convince the wavering students to sign up for two years overseas.

ACTION will not take just anyone though. The major lesson learned from the early years of failure in the Peace Corps was that volunteers needed to have a higher skill level and closer supervision. Now, Peace Corps and VISTA are not looking so much for the generalist with a BA to serve as a teacher in a foreign land: they want skilled (and if possible, experienced) technicians.

However, Gamble made it clear that any MIT student would, by definition, be Peace Corps material. "Anyone here could teach physics or math in a foreign country. For that matter, they could probably teach chemistry too." An MIT education is not sufficient though: "If they're going to a non-English speaking country, we will put them through an intensive foreign language course. The Peace Corps probably runs one of the best and fastest language schools in the world."

One of the questions most commonly asked by students about Peace Corps is: "What will it do for me?" Gamble has a series of ready answers: "In part,

what you get depends on what you put in. But that's trite.

"You learn a language, if you have to, and get two years experience in a foreign country, working in your field of expertise. And you learn a foreign culture backwards and forwards from the inside.

"Let me give you an example. Several South American countries are asking us for MBA's to help develop their economies. Anyone who takes this kind of position will know the culture very well at the end of two years. Just think of the market for that kind of marketing expertise: someone who knows the language, the people, their wants and desires can write his own ticket. And we can help them out."

Gamble is also here to talk to people about VISTA, which he also states can be of future use to the volunteer: "People interested in public administration really benefit from this kind of work. Most of us can empathize with middle class or suburban concerns, but it takes living with an urban, poor family for a year to get a real gut level feeling for these people's reactions. They are the recipients, in the end, of the costs or benefits of roads, mass transit projects, utilities, or welfare."

VISTA also serves rural America, an area in which problems have largely been ignored in recent years. "Rural people suffer from problems of distance, lack of communication, and old age. The young people who might alleviate things are all moving to the city."

Gamble noted that married couples are allowed to enter either the Peace Corps or VISTA together, to be trained together to serve in the same area. Non-married couples are allowed in the Peace Corps, but discouraged for VISTA.

There have been political problems boiling around both organizations almost since birth. Peace Corps has to leave any country on the request of the host government, and VISTA has to leave any state on the request of the governor: thus, since these organizations are easy to remove as well as dramatic, visible, symbols, they are often used for political purposes.

Abortion reforms asked

By Chris Kenrick

Plans for Abortion Action Week 1972 have resulted from the Women's National Abortion Action Conference held last weekend at Boston University.

The Conference, which gathered about 1300 women from throughout the United States, was called to reaffirm the need for repeal of all abortion laws and to plan strategy for the nationwide pro-abortion movement.

The Conference's major activity planned for this spring is Abortion Action Week to be held May 1-6. The week will include nationwide speak-outs,

teach-ins, panel discussions, and debates on abortion culminating in regional demonstrations on May 6.

Last weekend's Conference also voted to support the "Abortion Rights Act of 1972" soon to be introduced in Congress by Bella Abzug of New York.

The conference opened with a Friday night rally of speakers which included Boston suffragist and feminist Florence Lusbom, and Texas attorney Sarah Wedington who recently argued a Texas abortion case before the Supreme Court. Other speakers included Shirley Wheeler, a Florida woman convicted of man-

slaughter for having an abortion, and Elma Barrera, a Chicana feminist.

All of Friday night's speeches reaffirmed "a woman's right to choose." "The Declaration of Independence says 'all men are created equal,' and we're going to change that to 'all men and women are created equal,'" Ms. Lusbom stated.

Saturday and Sunday the Conference was devoted to project and organizational workshops. Workshops included National Legislation, High Schools, Forced Sterilization, Anti-Abortion Attacks, Gay Women, Black and Asian-American Women, Church Women, and Campus Women.

At the Campus Workshop, college women from throughout the country discussed campus campaigns for legalizing abortion and for securing free gynecological services for students. Campuses represented included University of Texas, University of Minnesota, University of Washington, Cleveland University, NYU, Northwestern, University of California, University of Maine, University of Colorado, Wayne State University, Boston University, and Antioch College.

The Conference closed Sunday afternoon with a general assembly to discuss results of the workshops.

"I feel that the Conference was really a success," stated Boston coordinator Jane Roland. "We reaffirmed the need to fight for abortion law repeal, and we came out with a good strategy. And I think we got through to a lot of women."

Last weekend's Abortion Action Conference was the second of its kind; the first was held in July 1971 in New York City.

NOMMCOMM

The Nominations Committee will be holding hearings for vacancies on the Committee on Academic Performance, the Committee on Curricula and the Corporation Joint Advisory Committee on Wednesday, February 21 at 8:00 PM, Room 400, the Student Center.

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February and March: best time for interviews

By Roger White

"February and March are the months to meet companies and institutions. By the end of March, they figure the good students have made their choices and there is little point in coming for interviews," according to Robert Weatherall of the Career Planning and Placement Office (E19-455 x4733). The Placement Office is ready to help match students to careers and companies, and now is the best time to do it.

Although remotely located, one floor above the Registrar's office, the Bureau is well equipped for its function. It contains interview rooms, advisors, and a well stocked library of job and career hunting information that would make a trip there worthwhile for even a casual job hunter.

The main function of the Placement Office is to help companies conduct interviews on campus. Last year 237 companies, government agencies, and graduate schools conducted 4434 interviews. To announce interviews the Placement Office distributes a large poster listing the recruiters that will be on campus three weeks hence. The posters are sent to all departments and living groups. Students who are interested in a company listed should contact the Placement Office, E19-455, preferably in person, to arrange an interview. An interview may be arranged any time before the recruiter leaves, but if the company is popular, available time may be signed up well in advance, so it is wise to act early.

"Companies these days recognize the 'new MIT image'. Those making routine products find MIT a poor place. Those using new skills in technology are coming instead. Although the economy is not good, those students who have thought out what they want to do will generally get it." The only exceptions are the PhD's in pure sciences. They are having a hard time because of the economy and the static academic market. The situation is unlikely to change in the near future as money is tight and the great enrollment boom of the '60's has tapered off. Information concerning academic appointments can best be found at the various departments.

The Office also hopes to be helpful in talking to students about what they want to do in an informal way to help them shape their ideas. "The image that this is an 'Establishment Company Office' is wrong" comments Weatherall. "I will be glad to talk on an informal basis. But it would be foolish to talk to the companies that way."

The Office is prepared to handle job seekers in many fields; government, industry, graduate studies, research labs, and in many countries. The library contains information on these and other fields. A sample of some companies and labs appearing shortly follows. For a complete listing and details, see your placement poster, today!

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Seminar cites computer effects

By Bert Halstead

Professor Joseph Weizenbaum spoke on "The Impact of Computers on Society" at the Technology and Culture Seminar last Tuesday. Weizenbaum, a Professor of Electrical Engineering, was the main speaker of the program, which also included Professors Christopher Schaefer of Political Science and Terry Winograd of Electrical Engineering.

Weizenbaum's thesis was that, to date, the computer has not had an impact on society, at least not a significant impact. He cited the arguments that are generally used to show that the computer has had a major impact. On the one hand, people point to all the good things "the computer revolution" has brought. On the other hand, they lament unemployment caused by automation and the other unfortunate effects generally ascribed to computers. Space travel is one area where computers have been a major influence, and computerized airline reservations systems are another example. Still, he contend, these either serve the computer industry itself or are controlled by the government or other large organizations. Thus only the affluent, and not "the people," really feel the impact of computers.

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In any case, said Weizenbaum, the direct effects are less important than the potential side effects. He gave the example of the microscope. Who in the seventeenth century could have foreseen the ultimate ramifications of the discovery of the microscope? The discovery of micro-organisms made possible Darwin's theories, which in turn caused a profound change in man's conception of himself.

He then attacked the man-is-just-another-machine concept, or, as he quoted one of his colleagues who put it more picturesquely, the idea that "the brain is merely a meat machine." Basically, computers all obey a few simple laws. Is man as simple? Or, as Weizenbaum put it, "How do you insult a machine?" If a psychiatrist were examining a patient, and all the psychiatrist did was cough, whereupon the patient drew all sorts of conclusions about what was ailing him, one would seriously question the mental health of the patient. Similarly, all computer science has done is cough, and men have immediately drawn all sorts of deep philosophical implications, to the point where those who refuse to admit that man is a machine are put on the defensive.

Weizenbaum then turned to the problem of computer pro-

grams which have become essential, but which no one fully understands any more. No one likes OS/360, for example, but it has become indispensable, and any major revisions would probably render the whole system inoperative. This has led to a situation in which "no one is responsible for what the machine says." This raises serious issues of accountability in decision-making. There is also the specter of a future society totally dependent on complex, incomprehensible, unmodifiable programs passed on to it from past generations. This would be a static culture, bound to things set down long before, and unable to modify them to suit its needs or desires.

There is something good to be said about computers, but one must be cautious. They provide a new perspective on the world. However, their uses seem limited to those having had experience with computers, and thus might become an elitist sort of things, forever unavailable to the masses.

Weizenbaum also discussed the social responsibilities of computer scientists. Since the

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public tends to look on computer science as a kind of magic, the computer professional must be modest in his claims, making clear the fallibility and limitations of his methods. In addition, there is no justification, he said, for undertaking projects whose results could be put to bad use. The argument that "If I don't do it, somebody else will," just does not apply - one must always set the example. In conclusion, Weizenbaum stated, "It is possible to ask human questions and get humane answers."

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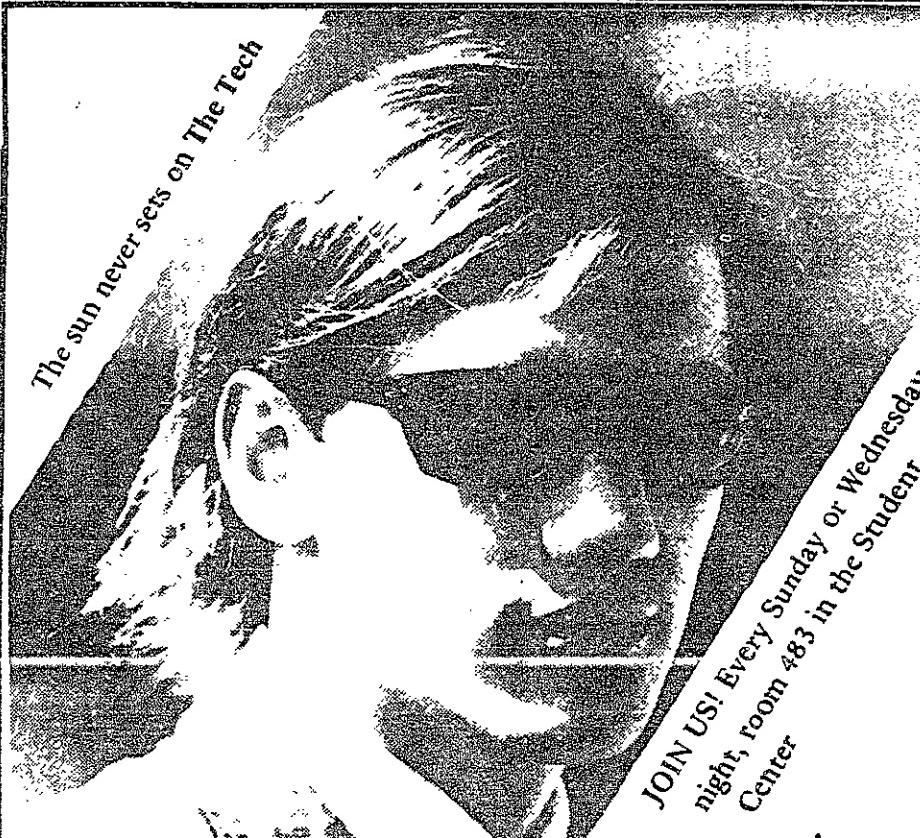
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NOTES

* ERC Colloquium: Interactive Lectures, Stewart Wilson, Senior Scientist, Polaroid Corporation, 12 noon, in the Bush Room, 10-105, Friday, Feb. 18.

* The Potluck Coffee House is every Friday night in the Mezzanine Lounge of the Student Center from 8 to 12.

* Virgin Islands Coral Ecology Research — all expenses trip this summer to study effects of pollution on coral reefs. Science students needed. Contact Greg Redmann, 498-3704.

* Students interested in investigating the feasibility of automating a city health department's housing inspection records should contact Prof. Ron Walter 9-337, x6757.

* Would you be interested in helping organize an Open House so that our neighbors and friends can get to know us better? Such an event is being planned for April 15. If you would like to help out, call APO at x3788.

* Applications for postponed-final and advanced-standing examinations must be returned by Friday, February 19, to Room E19-338.

* "New Approaches to Dealing with Juvenile Offenders," an ERC Colloquium, will be presented Friday, February 25 at 12 noon, in the Bush Room 10-105. Open to the public.

* Cliff Robertson will screen his new movie, *J.W. Coop* at the Orson Welles Theater at 10:30 am, Saturday, Feb. 19. All students admitted free as a thanks for the students who have contributed to Americans for Children's Relief. Robertson will later lead a discussion.

* The brothers and sisters of Alpha Phi Omega, National Service Fraternity, will hold an open meeting for students interested in learning about our chapter and its service program, and how to join us in it. Refreshments served after the meeting. Wednesday, Feb. 23 at 7 pm in Room 407 of the Student Center.

* Dr. Strickler and Dr. Faulkner will meet with all premedical students including the current applicants to Dartmouth on Thursday, Feb. 24 at 5 pm in 10-275.

* Freshmen: there will be an important meeting of Freshman Council for all interested persons Feb. 28 (Monday) at 7:30 pm in room W20-400 (4th floor, Student Center). Of interest will be discussion of Undergraduate Association elections on March 9.

* All Tech Sing will be on March 11, 1972. Now is the time to start planning and rehearsing.

UROP

Wanted: a team of three undergraduates for a project on "Computer Controlled Cutting of Upper Shoe Parts." The possible future of this project, done in conjunction with a local shoe manufacturer, would be the actual cutting of leather under computer control. Ideally, the team would consist of one senior, one junior, and one sophomore or freshman, to provide continuity into next year. Expenses paid. Wages possible instead of credit. For more information, call or visit D. Burmaster, 20C-231, x4849.

The Uniroyal Foundation will sponsor a small number of student projects beginning next September in the physical, chemical, and engineering sciences. Projects dealing with chemistry, chemical engineering, and environmental science will receive priority, but other projects of merit will receive consideration. To apply for this money, a student must prepare a research proposal and attach a budget. For more information, call or visit D. Burmaster, 20C-231, x4849.

The Faculty and Institute policy

By Lee Giguere

To the casual observer, the nature of faculty meetings at MIT has changed drastically within the last two years. In the 1969-70 academic year and even into the fall of '70, the meetings were often stormy and seldom anything but packed. But since the spring of '71, there has been a downswing in the attendance as well as a decline in the intensity of the meetings.

The immediate reaction of this student, brought into the Institute in a year of tremendous commotion, was that the faculty seemed more interested in political issues than in guiding the educational policy of MIT. Moratoria, divestment, and militant radical dissent all elicited a much more intense response than the report of the MIT Commission or even the more concrete and debatable proposals of the Special Task Force on Education headed by Professor of Mathematics Hartley Rogers. It sometimes seemed as though the faculty was repudiating its collective responsibility for education.

Yet the powers of the faculty in the field of education are vast: it alone can approve on curricula and pass on tenured appointments, and it is the faculty, acting collectively, that grants degrees, not the administration or the Corporation. The undergraduate, observing the apparent disinterest shown by the large majority of the faculty in their meetings (seldom attended this year by more than 15% of the total faculty) can hardly avoid feeling short-changed.

At the same time, it is just as easy to note the unwieldiness of such a meeting for conducting business. Discussion, in depth, of any issue is almost impossible. Even with only 15% (about 100) faculty members in attendance, it is impossible for everyone to have his say. At the same time, the diversity among those who do speak often reduces the discussion to a rather disjointed series of personal statements. Either the discussion seems overlong, or there is no discussion at all.

Does this mean that individual faculty

members are too involved in their day-to-day teaching to be inclined to step back for a look at the long-range effects of their work? While personal experience may confirm this view, there is too much educational innovation going on at MIT to allow the assertion to stand. New programs, both within and without the traditional departmental structure, belie the assertion that faculty members are not considering long term educational issues.

An explanation

Professor Rogers, faculty chairman, offered several ideas to explain the dichotomy in behavior that seems to mark the last few years.

Rogers, stressing the importance of the faculty role and its responsibility for education, noted that while interest is fairly widespread, faculty members tend to be conservative of their time. Issues, he explained, are generally resolved before they are brought to the faculty as a whole.

What this means, though, is that the system works slowly: every proposal must be examined by several different groups, some within the departments and some, such as CEP, having a broader constituency. Educational issues, it appears, are discussed on a one-to-one level rather than in larger, more formal bodies. What this implies about the system, is that each faculty member gets his say because he knows someone else — apparently, the body is still small enough, even with a membership of over 800, to be cohesive.

The difference in the last few years was that this process broke down. Unlike questions of educational policy, which from a faculty viewpoint can be handled over a period of several years, the questions posed by political dissent were immediate. The question of whether MIT should close classes for the Moratoria was not one that could be farmed out to a committee for several months for consideration and the process of bargaining

that makes it possible for other questions to be moved rapidly through the faculty.

The questions of the last few years —

— war research, divestment, and resistance — Rogers asserted, involved the basic structure of the institution. But since the question of educational policy and reform seems to be just as basic to a university, the difference must lie in the connection. Education is essentially an intellectual issue, and one which does not seem to carry a sense of urgency. But divestment and resistance were essentially political issues, and they were political issues which touched sensitive nerves in many MIT faculty members. The meetings of the years of 1969 and '70 were laced with references to Nazi Germany and McCarthyism, allusions which carried intense personal associations for most of the faculty.

The faculty, then, while it may act quickly and decisively on political issues with emotional overtones, is unlikely to take sudden collective action over intellectual issues. Rather, the system works slowly but with effectiveness; each issue is discussed at many levels, right down to the most basic one of one-to-one discussion, before it is placed before the faculty as a whole for approval.

A guide for action

What this suggests, for practical purposes, is that the best way to effect change through the faculty is through a two-pronged effort. Since the faculty works, not through large scale debate, but through a network of personal interactions it seems that the best tactic to gain faculty support is to talk with the professors you know, to let them know what you think. By coupling this with an effort to gain support at the upper levels of the structure (the CEP, for example) where the synthesis of this collective consideration occurs, it should be possible to foster the kinds of reforms that students are interested in seeing.

Letters to The Tech

To the Editor:

In his article on the New Hampshire primary (*The Tech*, February 15, 1972) Joe Kashi states that "William Loeb owns the *Manchester Union-Leader* and every other media outlet in this part of the state." As a resident of Manchester, I would like to point out the falsity of that statement. Although it is true that the *Union Leader* is the only daily newspaper published in Manchester, there also exist three radio stations and a television station, none of which, to my knowledge, are owned by Loeb. In addition, newspapers from Boston and elsewhere are readily available. There is no denying that the *Union Leader* is less subtle than most other major newspapers in presenting its viewpoint, but it is misleading to imply that Manchester has no other source of information.

Gary McGath '73

To the Editor:

The grass is always greener... there seems to be a small movement afoot to redo the Constitution of the Undergraduate Association, that group which means all us undergraduates together. The reason for the restlessness evidently lies in the thought that, if the undergraduate government is not doing anything, the structure must be at fault. In an unannounced session, the Executive Committee by an undisclosed vote has declared it to be so.

Some unsolicited opinions:

1. The "fault" lies with the undergraduates, those who chose to get involved

THE WIZARD OF ID

by Brent Parker and Johnny Hart

To the Editor:

For many years now, MIT students have complained about (among other things, of course) the drabness of the halls of the Tute. The eternal presence of Institute Grey has doubtless left its mark on many a Tech tool as he has wandered, bleary-eyed, from 18.01 all the way to his thesis, through these hallowed halls. Some have even claimed the lectures to

be more interesting than the halls. It is rumored that Departments 7 and 9 are engaged in a joint research project examining the widespread effects of such mediocrity on the life of the average student, from his school work to his usually non-existent sex life (so that's the reason...).

In a rare response to student complaints, the Institute has apparently acted. In a fit of genius which has left many of us speechless with amazement, in the spirit of originality and innovation which is MIT's own, Institute Grey is slowly disappearing from our halls. In its place there rises a new color to dazzle our retinas and stimulate our imaginations: Institute White!

Exactly who is responsible for the exercise in sado-masochism is unclear. Perhaps, for his and his family's sake, this person should remain anonymous. Whether this is done as an economy measure, as part of some obscure plan, or simply to get rid of surplus white paint, the end result is the same — and present for all to see.

Some of us have taken matters into our own hands, and are actively engaged in adorning the walls with graffiti. While this is a valid revolutionary tactic, we must also try to work within the system by appealing to the powers-that-be. Jerry, if you're there, and listening, won't you help? You may like white walls, but as for students who are forced to walk through them — well, would you want your daughter to marry one??

Paul Mailman '74

The Wizard of Id appears daily and Sunday in *The Boston Herald Traveler*

Commentary:

Debunking the scientific university myth

By John Tiemstra

That much-heralded manifesto of educational reform at MIT, the Rodgers Report, now is with us. It is too bad that its real subject is administrative reform, but that is what one would expect of a document produced without any serious student input. The only proposal of any substance would add to the institute yet another office full of paper-shufflers to frustrate faculty and students in search of new educational modes, a concept almost laughable at an institution already plagued by a wide student-administration gap and an overextended budget.

The report leaves untouched the concept of the technical institute, or rather, "the university polarized around science" (apt terminology with today's negative connotations of polarization). Perhaps the committee didn't feel that the concept needed any consideration. In spite of the lip-service the notion still receives here, MIT long ago recognized the institute-of-technology concept for what it is; a nineteenth-century perversion of the great medieval institution of the university. It was born of mankind's first romantic involvement with machines. We are older and wiser now.

The scientific university starts with the assertion that science and technology in their pure, pristine forms can be studied in isolation from all other human endeavor. This simple fallacy is later compounded by those who are educational products of such an environment. They deny the legitimacy of other areas of study. They see a vision of the perfect university where the scientific method is the only paradigm and all of the students pursue that one perfect educational program, conceived in the mind of God, that we can only approximate here on earth.

This university has not fit that model for some time now. The loosely-called "humanities" have in word and in deed received the blessing of legitimacy from the Institute's alumni and budgetmakers.

The old engineering school has managed to build first-rate, world-renowned graduate programs in economics, linguistics, psychology, philosophy, and political science. It has built up amazingly good faculties in music, history, and literature. Only sociology seems to be left out. Theatre groups are active, there is an art gallery and an elaborate center for visual art, and a new arts council. The importance of living groups in the educational process has received some recognition, and some new flexibility has been introduced into living arrangements. Jerome Lettvin's satires of over-serious scientists and engineers provoke some hearty laughter, Daniel Ellsberg's agonies of conscience draw honest sympathy, and Pete Seeger's impassioned tirade against selfish technologists stirs MIT's ruling elite to polite applause. We all know that technological solutions have human meanings. We know that there is no Technology without Culture.

Or do we? The scientific university is dead, but the myth lives on. Yes, the "humanities" are legitimate, but somehow undergraduate education in those disciplines is not. Undergraduates at MIT cannot major in linguistics or psychology or art. If they major in music, history, or literature, they are saddled not only with the (for them) irrelevant Institute requirements, but also with the necessity of carrying a heavy minor program in a probably unrelated field. Short of abolishing the program altogether and thereby losing many good students and teachers, the Institute could do no more to discourage serious work in the humanities. Major programs in the social sciences are very light, to the point where they offer barely adequate pre-professional training, and again the Institute requirements are largely to blame for discouraging students from even considering MIT for undergraduate education in these fields.

Oh, I know about the Institute

"humanities" requirement. But how is one supposed to take seriously a course that expects to survey "The Western Tradition" in a mere nine units a semester? The whole list is full of make-work subjects with small credit unit values that most teachers and students seem to think of as nuisances. And how could it be otherwise when budding engineers, self-selected on the basis of the Institute mythology, are forced into subjects where they are not really expected to perform?

The Institute is also supposed to be committed to encouraging the personal development of its students. Yet the prevailing mythology and some of the structure of the place encourage the sort of perverse pride Tech tools take in their masochism. Science has the only priority, tooling is the only virtue, and the incredible cultural homogeneity of the student body is supposed to be a good thing. The school wants to round out its students, but it does not diversify the interests and backgrounds of its student body. No, instead it adds more watered-down culture to the humanities requirement. The technical institute relies on its classrooms where the true university facilitates growth by encouraging diversified personal contacts.

The Institute recognizes that financial independence is a necessity for the liberal university. But it can't seem to bring itself to sever its relationships with the quasi-industrial organizations on its fringes or squelch its eagerness to have its faculty do sponsored research, though it keeps promising to do both. Washington sneezes, and MIT catches cold. A whisper in the President's ear about science makes the front page of The Tech. In spite of years of protest about war involvement, the Institute's Faust-like administrators are still eager to sell the soul of the university to the highest bidder, invariably the Devil.

What to do? First, develop a consistent

modern, and sensible theory of education and the role that universities play. Make it explicit. Second, examine the structure of education — curriculum, requirements, recruiting, hiring, financing, housing — and put the theory into practice. Make good use of the institution's traditional strengths, but don't be afraid to bolster its traditional weaknesses. I know it can't all be done overnight, but a lot of it can. We must finally lay to rest the myth of the scientific university.

(John Tiemstra is a first-year graduate student in the Department of Economics. He received his bachelor's degree in economics from Oberlin College. — Editor)

COMMENTARY

The Tech seeks articles of opinion from all members of the MIT community on topics of immediate or long-range concern. While articles on scientific and technical subjects are welcome, papers that only present detailed technical discussions without either personal commentary or an examination of the subject's non-scientific impact will not be accepted. No unsigned material will be accepted, nor will articles which can be construed as being libelous.

Submissions should be no more than two thousand words long (one word being considered to be five typewriter characters; two thousand words is approximately nine pages, triple spaced, fifty-five characters per line) and should be typed, triple spaced. They should be accompanied by the author's name, address, and phone number.

The Tech will continue to publish Letters to *The Tech* as they are received.

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USE THE POWER REGISTER AND VOTE

Chisholm trail hits Boston

By Walter Middlebrook

"... Come on and join the Chisholm trail ..." was her plea as Shirley Chisholm, Congresswoman of New York, brought her presidential campaign to the Boston area.

Speaking at the Cambridge Community Center, Rep. Chisholm addressed more than 300 well-wishers and supporters last Tuesday afternoon. Introduced as "a dynamic, 100 lb. woman," Rep. Chisholm opened her speech by re-emphasizing the point that she is a candidate, "a very serious candidate," for the office of the Presidency of the United States. She pointed out that she was well within her constitutional rights and with the help of the people, she could make a place in the White House that will be representative of the masses of the people.

Although she thinks she's been held back on two counts, because she is a woman and because she is Black, Rep. Chisholm feels her chances for nomination as Democratic contender for the Presidency are as good as those of any of the other candidates. Rep. Chisholm

also noted that her campaign was one of the people. She has not and will not accept any large sums of financial support from any one source because as she put it, "until the day I die, Shirley Chisholm remains unbought and unbossed."

Rep. Chisholm also mentioned the amusing fact that Jimmie the Greek had laid odds of 500 to 1 or 5000 to 1 towards her nomination, but to this she added, "never mind that, every time I've run for public office I've been at the bottom of the pack but here I am." In a somewhat pleading, but forceful tone, Rep. Chisholm went on to say, "I'm sorry I can't put on a show like the other candidates, cause I'm poor, I'm Black, I'm a woman, and the only thing I have to give is a good commitment to you, the people."

Rep. Chisholm told her audience that the time had come for the people to form a coalition — one that will institute a governing body that will function as a government of the people, *you*; a government for the people, *you*; and a government by the people, *you*. We must not let a

select few sit in the back room and decide our fates for the next four years. She said that all minority groups must go to the conventions this year and make sure the ticket decided upon is one that is representative of all peoples.

Rep. Chisholm declared that if elected to the Presidency, her cabinet would be as follows: "a Black man for Vice President, a woman to head HEW (Department of Health, Education, and Welfare) and an Indian to head the Department of the Interior. That is the American Dream."

Rep. Chisholm closed her speech by saying, "Dr. King had a dream (referring to the famous speech by Martin Luther King at the Washington Monument in 1963). I have a vision for '72 and I know that together we can do it."



BRIDGE

♠ A 10 8 7 3
♥ A 9 8 7
♦ J 10
♣ A K

♠ J 9 6 ♠ Q 5 4 2
♥ 10 5 ♥ J 6
♦ A Q 2 ♦ 9 7 6 4 3
♣ Q 8 6 5 3 ♣ 7 2

South West North East
1 heart pass 4 clubs pass
4 diamonds pass 4 NT pass
5 spades pass 6 hearts pass
pass pass

By Daniel Reinhart

Flexibility is the password for today's hand. In the bidding, North must be prepared to go either way when he hears his partner's opening bid. He should realize that if South has either a first or a second round control of diamonds a slam is in the offing. If he has neither, however, they should stop at game. How can he find this out without bidding too high?

The problem is solved by

bidding Gerber. When no aces are shown four notrump asks for kings. If South were to show one or two kings, the final contract would be five hearts. But when he indicates three kings six hearts must be bid.

In the play South must demonstrate great flexibility. After the opening heart lead the average player would draw trumps, cash the ace-king of clubs, and try a ruffing finesse in clubs. This is not bad, because it has a fifty percent chance of success. The good player would see that setting up the spades is an additional possibility, and the excellent player would see the crucial play on the sixth trick which permits declarer to combine his two chances.

The king of hearts takes the first trick, the king of spades the second, and the ace of hearts the third. Declarer ruffs a low spade and returns to dummy with the king of clubs.

It is now the time to make the key play. Cash the ace of clubs. If the spades break on the next spade ruff all is well, because dummy can be reached via a club ruff. If, however, the spades break unfavorably, the ace of clubs must be out of the way so that the ruffing finesse in clubs can be played.

As the cards lie both the expert and the average player will make six hearts, for everything works. In the long run, however, the expert's flexibility in grasping for all available chances will prove to be one of his main advantages over the average player.

Ruina supports test ban

By Jim Moody

"If the superpowers are serious about arms control, why have they not accepted the comprehensive test ban (CTB) which is simple in concept and in form is also free of serious military risks?" This is a question raised in an article in the January 14, 1972 issue of *Science* magazine, co-authored by Robert Neild, of Cambridge University in England, and by Dr. Jack Ruina, Ph.D., and Professor of Electrical Engineering at MIT.

Ruina spent last summer in Stockholm, Sweden, working at the Stockholm International Peace Research Institute (SIPRI), a private international group, funded by a grant from the Swedish government. He was part of a group that prepared a SIPRI research report, "The Test Ban," from which the article was taken, and which will be published in the *SIPRI Yearbook of World Armaments and Disarmament* in June, 1972.

The article is an analysis of "the technical, strategic, and political aspects of a comprehensive test ban treaty" which have "changed since they were debated in the negotiations leading up to the limited test ban [LTB] treaty of 1963." Technical improvements have overcome the obstacle of verification that had earlier blocked the CTB. According to the article, "new nuclear bomb technology is not critical to the strategic balance between the superpowers."

The article first gives the background of the LTB, as well as how and why the CTB proposal failed. Early negotiations, between 1954 and 1963, were centered largely around the relation of the test ban to more general disarmament, and the problem of on-site verification. During this period, there were serious negotiations, bouts of technical analysis, and a three-year cessation in testing. "A test ban was therefore held to be

detrimental to the West unless limitations on nuclear forces were tied to limitations on conventional forces," because the US did not want to jeopardize its nuclear superiority due to Russian conventional superiority in Europe.

The Cuban missile crisis of 1962 presented a great need for a demonstration of reconciliation, and the prospect of a test ban was mentioned in the discussions. Due to an inability to agree on the number of yearly on-site inspections, a LTB was finally signed on October 10, 1963, and "looking back, we can see that not only was the opportunity to reach a CTB agreement missed, but also, and perhaps more important, the opportunity to introduce reciprocal on-site inspections ... was missed." The LTB permitted underground testing only. Since before and after the LTB, the US has reported 539 tests of its own, and 173 for the Soviet Union.

The article then goes into a lengthy description of the improvement in the methods of verification, both seismic and non-seismic. "The improvements in seismic detection reduce substantially the need for on-site inspection ... and further reduce its significance both as a means of verification and as a deterrent to treaty violation."

Ruina next explores the military significance of tests and says that "nuclear tests are conducted to maintain confidence in existing stockpiles, to prove the feasibility of new weapons designs, to measure nuclear explosion effects, or to contribute to research and development in weapons technology." Ruina takes each category of testing, and shows in detail how a CTB would not substantially affect its military significance.

Concerning peaceful uses of nuclear explosions, a CTB need not include them, but "from

what we know now, the benefits from a program of peaceful explosions hardly seem to match the costs, particularly if the costs include ruling out a CTB."

The article ends with nine conclusions: 1) A CTB would put little dent in the destructive capability of the two superpowers, and by itself, it will have little effect on the arms race. 2) The merits of a CTB are chiefly in its political effects. "It would help promote detente and could help escalate interest in arms control agreements of broader scope, but in neither of these effects would it be as significant as a successful SALT agreement." 3) The role of on-site inspections in a CTB has diminished substantially. It will become more difficult for the US to continue to oppose a CTB on the basis of the risks that might accompany possible evasion of a treaty that does not provide for on-site inspection. 5) "The mutual deterrence of the superpowers will not be compromised if a CTB agreement is reached and one side or the other clandestinely violates such an agreement." 6) "It seems unlikely that China and France will agree to stop testing in the near future." 7) The CTB may be far more acceptable to the near-nuclear powers, such as Japan, India, and Israel, than the non-proliferation treaty. 8) the CTB is of little significance to other non-nuclear powers who have already ratified the nonproliferation treaty. 9) A CTB can be ratified leaving open the proposal for peaceful nuclear explosions, although these show little promise anyway.

In an interview, Ruina said that his political interest in disarmament came out of his responsibility as head of a government program in the early '60s to improve technical means of detecting nuclear explosions. He is currently serving on an 11-man advisory committee to the President concerning the SALT talks, about which he commented, "Both governments are so committed at SALT that something constructive will emerge."

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N.O.W. legislation: jury duty, equal rights

By Margo Levine

At a recent meeting of the Eastern Massachusetts chapter of the National Organization of Women, legislation sponsored by the group was discussed. The meeting, held at MIT, was sponsored by the Political Science department.

Margaret Douglass-Hamilton, legal counsel for the group and member of the Governor's Committee on the Status of Women, led the discussion. Bills before the current Legislature include one concerning jury duty. By its very nature the present Massachusetts law causes women to be virtually excluded from juries. This view is supported by statistics of jury service. For example, in Arlington out of 730 people serving on juries, none were women. In Adams a similar absence of women is recorded. Lexington did only slightly better with 1 woman serving along with 265 men. The proposed bill aims at eliminating those clauses in the existing bill which make it difficult for women to serve on juries.

Another N.O.W. sponsored bill of major concern deals with limiting the sentences of women to reformatories. The ambiguity of the current sentencing procedure for certain offenses leads to unnecessarily long sentences for many women. Presently, the judge in many cases hands down a sentence of "up to five years."

This is too often interpreted by prison officials as meaning the woman is to serve the full five years. The proposed bill would require the judge to name a more definite sentence length at the time of sentencing, thereby avoiding this unfortunate situation. N.O.W. is also involved in a similar measure for men prisoners.

A third bill which N.O.W. is sponsoring concerns the right of a woman to retain her maiden name after marriage. The process is presently much more complicated than need be — often requiring legal aid. Also the final decision of whether or not the woman is given this right is totally dependent on the feelings and prejudices of the particular judge involved. The N.O.W. measure would make the matter simple — a woman need only file a notice of intent and pay a small fee of one dollar.

Besides these bills, N.O.W. is also introducing an Equal Rights Amendment as well as a bill which would provide tax deductions for child care for working parents. The organization is also continuing its work for abortion repeal in Massachusetts as well as elsewhere throughout the U.S.

All these bills will shortly be before legislative committees. Anyone interested in attending the committee hearings or preparing relevant testimony should contact the local N.O.W. chapter for information.



Spring? Freshmen heavyweight crew oarsmen cut on the ice-cold but now unfrozen Charles River. Crew season opens in less than two months.

Photo by Brad Billerdeau

Pre-med handbook readied

(Continued from page 1)

more effective in assisting pre-med students. Of the total number of students who apply for admission, 75% get accepted, while nationally the figure is only 40%. Those pre-med students who are not accepted usually attend graduate school anyway but to specialize in another field besides medicine.

The concern about money to finance an education is not a major problem for a pre-med student says Professor Gould. He maintains that "good" medical schools will finance the education of any pre-med student who proves that he is qualified academically.

Within the near future the Office of Preprofessional Advising and Education will dis-

tribute to the community a pre-med, similar to that in the handbook on pre-med at MIT. It will include all updated information on what pre-med is, who to see when problems arise and will hopefully dispel all myths about pre-med. Next year, literature on

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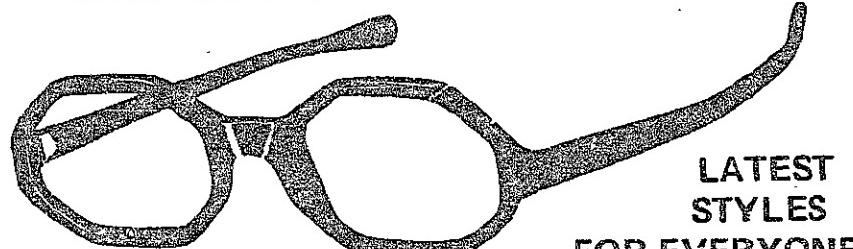
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SPORTS



Photo by Sheldon Lowenthal

Brown nears MIT record

The big news in basketball, and in sports, at the Institute these days is the performance of senior forward Harold Brown (shown above). The varsity cage five has lost four straight, but Brown, in trying to save a losing cause, is providing the best show of all. Brown's show is scoring, and his expertise at that is indicated by the fact that he is oh-so-near the MIT all-time career shooting record. His place in the record books here at the Institute is assured, as he has second place securely. But the average

he can maintain in the remaining three games will make or break his attempt to garner the number one spot — the veritable pinnacle amongst MIT basketball greats.

As of the Bowdoin game when he tallied 25, Brown has amassed 1367 points. He lacks just 90 points from the four year old record high of 1457 compiled by now assistant varsity coach Dave Jansson '68. Brown will have to average slightly better than 22 points per game for the remainder of the season. In

the eighteen games thus far he has averaged 20.2.

In better times for this winter's varsity, Brown racked up 66 points and 22 rebounds to lead the cage squad to three straight victories two weeks ago against Yeshiva, New York Maritime and Coast Guard. For this he was selected for the starting forward's spot on the weekly ECAC Division II Hoop Squad. That marked the third time in Brown's career that he had earned All Star team honors.



No longer does MIT have an undefeated team in the winter sports season. The pistol varsity suffered a double beating by Army last Saturday, losing 3360-3307 on the conventional target and by the slim margin of 1009-1000 on the inter-

national target. Shown above at the firing line in the Dupont range are team members (l to r) Pop Meesook '75, Tom Williams '74, Merrick Leler '74 and Karl Seeler '75.

Photo by Dave Tenerbaum

Cagers drop 3rd straight

By Mike Milner

For the third time in less than a week, the varsity basketball team fell prey to a poorer team. This time it was Bowdoin, now 6-9, who downed the Engineers 77-66. The Polar Bears outshot, outrebounded, and outran MIT completely in the first half, to go for their oranges ahead, 38-31.

The Engineers surged back in the opening minutes of the

second half to tie the game 46-all at 13:10, but faded again as Bowdoin rebuilt their lead to 17. A last-minute surge fell short and left MIT 10-9 on the year.

If the Engineers continue to fall to the occasion, they could easily drop their last four games to Tufts, Middlebury, Rochester and Bates. Tufts has played well since losing to MIT 93-84 in the season opener. Rochester is a big-time team, while Middlebury

and Bates are more in MIT's league. However, considering the Engineers' bad habit of losing to losers, neither Middlebury nor Bates are likely to be easy victories.

	FG	FT	RB	TP
White	2	2	5	6
Cleveland	4	2	0	10
Hudson	5	8	10	18
Brown	10	5	4	25
Godfrey	2	1	17	5
Roth	0	2	2	2

After a brief hiatus in wrestling reporting, a review of the last few meets is warranted. Two weeks ago MIT hosted its traditionally tough quadrangular meet. Scored as three dual meets, the grapplers lost decisively to Hofstra, beat Wesleyan, and dropped a squeaker to C.W. Post, 21-18, on a referee's stalling call with two seconds left.

The team came off this defeat to endure another, 22-16, at the hands of a vastly improved Boston University team. But MIT took the match to Williams last Saturday, rolling to a 33-12 victory. And Tuesday night, U. Conn fell prey to MIT's mighty matmen in a closely contested battle, 21-17. The team record stands at 8-6.

There have been many heroes over these two weeks. Jon Backlund '73 at 126 lbs. looked

impressive in the quadrangular, winning three straight. Chuck Meeder '75 has been wrestling consistently with a hyper-extended elbow. Bob Gahl '74 (142 lb.) knocked off BU's two-time Greater Boston champion and BU team co-captain Dan Osmanski, 5-0. Heavyweight Gary Pullar '71, inspired by the thirty pound advantage his Williams foe carried, came from behind to win in the last period. Bread and butter wrestlers Ed Hanley '74, Bill Gahl '72 (varsity captain), and Paul Mitchell '72 have been winning consistently. And Coach Chassey definitely one-upped the U Conn coach Tuesday night by his superior knowledge of wrestling rules as well as his invaluable sideline-manship.

Hanley began the meet against Connecticut, winning a close one and obviously ex-

perimenting. Hard driving spelled victory for Backlund; Meeder lost in the third period, as did Bob Gahl and Rich Hartman '74 at 150 lbs. Ironically, Hartman worked legs whereas Gahl, whose forte is leg riding, was unable to do so.

Bill Gahl, up at 158 lbs., pinned a "fish" in the second period. Dave Kuentz '73 almost did the same, but his opponent was more experienced at stalling. In the last second of Mitchell's match, hard work proved successful and a two point predicament gave him a valuable win by ten points for four team points. This could have been a crucial match. But Mike Murphy '74 at 190 lbs. came back to tie his opponent with an exciting last-second escape, icing it for MIT with a 21-11 score. Heavyweight Pullar forfeited with a sprained wrist, making the final tally 21-17.

Women's b-ball successful

The MIT women's intercollegiate basketball team ensured itself a winning season for the second time Tuesday night with a 44-39 victory at Brandeis.

With a squad of only six players (plus the women's coach Chris Randall), the team avenged last year's 30-26 loss before a

Brandeis crowd of about fifteen.

Most of the offensive plays resembled either a sprinter's track meet or a Bruin's fight. Maria Bozzuto '73 led the team's occasional but effective press, while Jean Tam '72 snuck under and around hovering Brandeis players to keep the ball moving. Doris Lawson '73 and Beverly Herbert '75 were quick and leaping to snare valuable rebounds.

Top scorer for MIT was "hot" Ronnie Appel '74 with 22 points (comparable to Harold Brown's total for a game's work!); second was Elizabeth Metzner '74 — who went into the game with a career total of six — with ten points. Filling in the other twelve points were Herbert and Lawson with four apiece, and Bozzuto and Tam with two each.

Tronnier high hurdles, leads track over UNH

By Mike Charette

The indoor track team defeated New Hampshire, 57-52, in a close meet last Saturday. The score was tied at 52-47 going into the relays, one of which MIT had to win to clinch the meet. The mile relay team of Gary Wilkes '75, George Chiesa '74, Tom Hansen '74 and Bill Leimkuhler '72 came through with the crucial five points for the win.

The highlight of the meet was Bob Tronnier's '74 blazing performance in the 60-yd. high hurdles, in which he broke the New Hampshire Field House record with a time of 7.4. This is the best time of anyone in New England this year and bodes well for the NE Championships at the end of the month. The ever-improving Don Wesson '74 took third place.

Another outstanding race was run by "Sugar Bear" Wilkes, who took first place in the 60-yd. dash in 6.6 seconds, closely followed by Chiesa in third. Brian Moore '73 continued his barrage of implements by taking firsts in both the 35-lb. weight throw and the shot put. Dave Wilson '73 maintained his regular season winning streak by jumping 14'6" in the pole vault.

In the 600-yd. run, both Hansen and Leimkuhler ran their best races in taking second and third places, with times of 1:14.3 and 1:14.8 respectively. They now qualify for the NE Championships. In what Coach Art Farnham described as "the turning point of the meet," Craig Lewis '72 and John Kauffman '73 came in first and second in the two mile. Their effort assured MIT a chance of winning the meet in the relays.

MIT will wrap up its regular indoor season tomorrow at the Rockwell Cage when it faces Colby at 12:30 pm.

Results
Weight Throw: 1) Moore (MIT)

54'5.5"; 2) Buinicki (UNH)
46'8.5"; 3) Pearson (MIT)
44'8.5"

Long Jump: 1) Giguere (UNH)
22'2"; 2) Peck (MIT) 21'9.5"; 3)
Maddox (UNH) 20'9.5"

Shot Put: 1) Moore (MIT)
48'9.5"; 2) Ferreira (UNH)
42'1.25"; 3) Wilkes (MIT) 42'0"

High Jump: 1) Purinton (UNH)
6'2"; 2) Peck (MIT) 6'1"; 3)
Tronnier (MIT) 6'1"

Pole Vault: 1) Wilson (MIT)
14'6"; 2) Brangman (UNH)
13'6"; 3) Duegal (UNH) 13'0"

60 Yard Dash: 1) Wilkes (MIT)
6.6; 2) Tkaczyk (UNH); 3)
Chiesa (MIT)

Mile Run: 1) Shorey (UNH)
4:15.5; 2) Hill (MIT); 3) Story
(UNH)

60 Yard High Hurdles: 1) Tronnier (MIT) 7.4; 2) Kucharski (UNH); 3) Wesson (MIT)

600 Yard Run: 1) Pederzani (MIT) 1:14.1; 2) Hansen (MIT)
1:14.3; 3) Leimkuhler (MIT)
1:14.8

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